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AUTHOR Hauck, Philomena; Schieman, Erv
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ABSTRACT

This study examines the role of the teacher-librarian as perceived by teacher-librarians themselves and by school principals. The specific problems addressed are: (1) whether there are differences in present perceptions of the teacher-librarian's role by principals and teacher-librarians; (2) whether the two groups have differing perceptions of the teacher-librarian's future role; (3) whether there are differences in the perceptions of the teacher-librarian's role between urban and rural principals and urban and rural teacher-librarians; and (4) whether there are differences in perceptions of the teacher-librarian role among teacher-librarians according to training, years of experience, and time allotment in the library. A list of 79 role statements organized into 7 role segments was derived from the literature and validated by experts. The list was submitted to a random sample of Alberta teacher-librarians and principals who checked each item according to the importance they attached to it. Results of the study disclose that there were significant differences between teacher-librarians and school principals in the importance they would currently attach to the five major role categories: selection, professional development, curriculum and instruction, utilization and promotion, and information services. Differences were also found between urban and rural principals, most notably in the importance they attach to the curriculum and instruction role of the teacher-librarian in the future. Study results are presented in statistical comparisons, numerous tables, and textual commentary. Copies of the questionnaire, study correspondence, and bibliographic references are included. (Author/THC)

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The Role of the Teacher-Librarian in Alberta Schools

by

Philomena Hauck and Erv Schieman

September 1985

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THE ROLE OF THE TEACHER-LIBRARIAN

IN ALBERTA SCHOOLS

ABSTRACT

The purpose of this study was to examine the role of the teacher-librarian as perceived by teacher-librarians themselves and by school principals. The specific problems addressed were as follows:

1. Do the present perceptions of the teacher-librarian's role, by the principals differ from those of the teacher-librarians?

2. Do the principals' perceptions of the teacher-librarian's role as it should be in the future differ from those of the teacher-librarians?

3. Are there differences in perceptions of the teacher-librarian role between (a) urban and rural principals and (b) urban and rural teacher-librarians?

4. Are there differences in perception of the teacher-librarian role among teacher-librarians according to (a) training (b) years of experience and (c) time allotment in the library?

A list of 79 role statements organized into seven role segments was derived from the literature and validated by experts. The list was submitted to a random sample of Alberta teacher-librarians and principals who checked each item according to the importance they attached to it.

Results of the study disclosed that there were significant differences between teacher-librarians and school principals in the importance

attached now to the following five major role categories: selection, professional development, curriculum and instruction, utilization and promotion, and information services. The two groups also differed regarding the importance they would attach to the following four roles in the future: selection, professional development, curriculum and instruction, and utilization and promotion. Differences were also found between urban and rural principals most notably in the importance they attach to the curriculum and instruction role of the teacher-librarian in the future. Urban and rural teacher-librarians also differed, particularly in the importance attached to design and production now. No significant differences were found in teacher-librarians according to (a) training (b) years of experience and (c) time allotment in the library.

INTRODUCTION

The concept of the school library is now fairly well accepted in Canada. Most schools have a library of some kind and an annual allotment of funds to purchase books and other media. However, in spite of the considerable progress that has been made, especially since the 1960's, some serious problems still exist on the school library scene. Wide discrepancies are apparent in the services available in various jurisdictions and a feeling of uncertainty prevails about the future of the school library especially in times of shrinking enrolments and economic restraint. Furthermore, there is still no real consensus among teacher-librarians, other educators and school board members about what constitutes good school library service.

In response to the questions raised by a number of concerned individuals, including the Learning Resources Council of the Alberta Teachers' Association, regarding the status of school librarians in the Province of Alberta, the Minister of Education, the Honourable David King, directed that a departmental committee be struck to prepare a position paper on the subject. Following reaction to the published paper, (1983), a statement of proposed provincial policy was developed and distributed widely for response. The responses indicated a widespread concern about the quality of library services available in Alberta schools and a need for leadership and guidance from Alberta Education.

In October 1984, Policy, Guidelines, Procedures and Standards for School Libraries in Alberta was published. A major emphasis in the docu-

ment was that the school library program should be integrated with the instructional program of the school. It was also stressed that the school staff under the leadership of the principal and the teacher-librarian should plan curriculum-related activities and assignments that would give students ample opportunity to develop and master library skills. The document further stated that the school principal must facilitate on-going interaction and cooperation between classroom teachers and teacher-librarians so that the library program would become a full partner in the total instructional process.

Because of this emphasis on the leadership of the principal and the integration of the school library into the total curriculum, it was thought important to determine how principals and teachers view the teacher-librarian role now and to publicize as widely as possible the areas of consensus and disagreement. As well, since the literature suggests that the role of the teacher-librarian has changed considerably since the 1960's and is still evolving, it seems important to track these changes as they are perceived to be taking place and the direction in which the profession should move in the future. Such information should be valuable to the school library profession, to other partners in the area of basic education and to university instructors planning school library programs.

The present study is devoted to teacher-librarian and principal perceptions of what the role of the teacher-librarian is now and should be in the future. We plan to extend the study to include teachers and to conduct a number of personal interviews which may help to further clarify the information collected to date.

REVIEW OF RELATED LITERATURE

A number of Canadian and American research studies have investigated the role of the teacher-librarian. In 1970, Carolyn Anderson conducted a study entitled, Role Expectations of the High School Librarian as Perceived by Librarians, Principals and Teachers. Findings indicated a lack of agreement among the three groups. The results of a study by Pemberton and Smith (1978), suggested that perceptions of administrators and teachers differed from those of librarians. A somewhat different study of the teacher-librarian role was conducted by Margaret Jetter (1973). Hers was a Delphi study of the role of the teacher-librarian of the future as experts in the profession perceived it. A major conclusion of the study was that the teacher-librarian of the future will function as an instructional development specialist.

A research study of different role perceptions in an Ontario setting conducted by Hambleton (1979) showed substantial differences among teacher, principal and teacher-librarian groups of the teacher-librarian role. Teachers as a group generally agreed on the teacher role of the librarian but did not agree on the curricular role. School principals on the whole saw teacher-librarians as performing library-type rather than teacher-type tasks. More disconcerting still was another of Dr. Hambleton's findings that teacher-librarians themselves were in agreement on only half the sixty role items. In the same year, another role-perception study was conducted by Rainforth who compared teacher, teacher-librarian and principal perceptions of the teacher-librarian role in Nova Scotia high schools. Findings indicated that all three

groups saw the materials specialist, technical professor, professional activities, and teaching roles as important. In the area of curriculum development all three groups saw the teacher-librarian's role as peripheral. Both teachers and principals expected the teacher-librarian to perform many technical services.

Studies dealing with the role of the teacher-librarian and the school library in Alberta were conducted by Wiedrick (1973), Reid (1971), and Nordin (1968). The main purpose of Nordin's study was to determine the attitudes which Alberta senior high school teachers held towards the role and function of the school library in the total school program. Questionnaires completed by 154 teachers in eight senior high schools in Alberta, the investigators' interviews with librarians and principals and her personal examination of the eight libraries, supplied the data for the study. Nordin found that more than half of the responding teachers estimated the library to be of little or no importance and that misunderstanding of the role and function of the school library was common.

H. A. Reid (1971) attempted to identify task expectation differences and similarities held by librarians, principals, and teachers. Her study included randomly selected subjects from each of the three groups from all Alberta schools where full-time librarians were employed. Disagreement between librarians and teachers were evident over 26 of the 55 tasks, most particularly in the area of professional tasks, to which librarians attributed more importance, and non-professional tasks to which they attached less importance than did the teachers. Librarians, principals and teachers generally desired more emphasis to be placed on educational and administrative tasks. Librarians and principals

advocated that less of the librarian's attention be devoted to non-professional tasks, but teachers did not concur in this opinion. Reid concluded that librarians should strive to meet their own and the principals' expectations by devoting themselves to their proper tasks.

One aspect of Wiedrick's study (1973) was to compare the perceptions of teachers, principals, and librarians of the role and function of the school library. Responses indicated that the three groups held similar perceptions of the role and function although the extent of the integration of library resources with the instructional program appeared to be variable and generally incomplete.

METHODOLOGY OF THE STUDY

Selection of Sample

All the teacher-librarians in Alberta schools were identified by the use of a list supplied by Alberta Education. From the total population of 354*, a random sample of 177 was drawn, using a computer-generated list of random numbers. These 177 subjects and their principals were chosen to take part in the study.

Data Gathering Instrument

A research questionnaire was developed based on the recent literature about the role of the teacher-librarian. The most valuable sources consulted were Pfister (1980); Jenner (1973); Rainforth (1979) and Education for School Librarianship (1982). Before the instrument was sent out to participants in the study, copies were sent to a panel of five experts in teacher-librarianship for comments and suggestions. (Appendix A) The revised questionnaire contained 79 role statements organized under seven major categories as follows:

I. Organization and Management

II. Selection of Materials

III. Professional Development

IV. Curriculum and Instruction

*Discussion with an official in Curriculum and Media, Alberta Education, indicates that these figures are not completely accurate. However, since our random sample comprises 50% of the figures given, we feel confident that it is representative of the actual population.

V. Design and Production

VI. Utilization and Promotion

VII. Information Services (Appendix B)

Respondents were asked to rate the importance of each role statement on a five-point scale, (a) now, and (b) for the future. They were also given an opportunity at the end of the questionnaire to add other role statements or comments.

Questionnaires accompanied by explanatory letters were sent out to participants on October 15, 1984, stamped self-addressed envelopes being included for replies. Teacher-librarians were also asked to fill in a confidential information sheet giving details of training, experience, size of school, time allotment in library and clerical assistance available. Usable responses were received from 122 teacher-librarians and 120 principals for a response rate of 67.4%. (Appendices C, D and E)

Data Analysis

Returns were coded for machine tabulation by the University of Calgary, Faculty of Education Research and Resources Office. Weights were assigned to the responses to the role statements as follows:

1. uncertain
2. of no importance
3. of little importance
4. important
5. very important

Means were calculated for each of the seven major categories for teacher-librarians (a) now and (b) the future, and for principals

(a) now and (b) the future. Means were tested for significant differences between teacher-librarian and principal responses. The seven major categories were rank ordered and comparisons made between ranks assigned by principals and teacher-librarians. Weighted averages were also calculated for each individual role statement, which permitted judgments to be made about which of these were considered of greatest and of least importance. A content analysis of the anecdotal comments was also conducted and the results were summarized and reported.

PRESENTATION AND ANALYSIS OF DATA

The two types of data from the study (a) the descriptive data obtained from responses to the teacher-librarian information sheet and (b) the data summarizing responses to the questionnaire are reported and analyzed below.

DESCRIPTIVE DATA ON RESPONDENTS

Table 1 shows the proportion of their time teacher-librarians officially spend in the school library. It is worthy of note that only about one-third of the teacher-librarians in Alberta are assigned to the library full-time.

TABLE 1

Teacher-Librarian Allotted Time in Library

Time Allocation in Library	% of Teacher-Librarians having that time (n = 122)
Less than half-time	13.1%
Half-time	13.6%
Over half-time and up to three-quarter time	18.0%
Over three-quarter time and up to full-time	15.6%
Full-time or above	32.8%
Other	6.9%
Total	100.0%

Table 2 gives a breakdown of schools by population and the relative frequency of the categories. Note that the greatest proportion (32.8%) are in the 301-500 range.

TABLE 2

Population of Schools with Teacher-Librarians

School Size	Relative % Frequency
0 - 150	9.8
151 - 300	18.9
301 - 500	32.8
501 - 750	20.5
751 - 1000	3.3
Over 1000	7.4
Missing Cases	7.3
Total	100 %

Table 3 provides information on the amount of experience teacher-librarians have. Mean number of years was 8.3 and the median 7.8. Only four teacher-librarians reached 18 years of experience and 74.3% had 10 years or fewer experience.

TABLE 3

Years of Experience

Average Experience of Teacher-Librarians	Number of Years
Mean years of experience	8.3 years
Median years of experience	7.8 years

As Table 4 indicates, more than 50% of the teacher-librarians had only a half-time person or less support staff and 29.6% had one or more than one support person.

TABLE 4

Technical/Support Staff Available

Amount of Support Staff in Library	Percentage of teacher-librarians having this allocation (n = 122)
No help	10.7%
Half-time help and less	31.7%
Over half-time but less than full-time	28.0%
Full-time	27.0%
More than one person	2.6%
Total	100.0%

Table 5 shows the type of library training held by Alberta teacher-librarians. At least 50% of the subjects did not have a specific credential in library science or school libraries.

TABLE 5

Library Education

Category of Education	Percentage of teacher-librarians having this category (n = 122)
Diploma in school libraries	27.9%
MLS, MEd, BLS	13.1%
Other combinations of courses	50.0%
None or unreported	9.0%
Total	100.0%

Table 6 shows that the teacher-librarians spend a mean of 5.36 years in one school or a median of 8 years. Indeed the frequency tables indicates that 87.5% of teacher-librarians are ten years or less at the school.

TABLE 6

Years at Present School

Average time in School	Years
Mean	5.36 years
Median	8 years

ANALYSIS OF RESPONSES TO QUESTIONNAIRES

Table 7 shows how the teacher-librarians ranked the importance of the seven major role categories as they perceived these at the present time. Teacher-librarians see their role in curriculum and instruction as the most important one. For principals this role was rated fourth. Both groups ranked the professional development and design and production roles as sixth and seventh respectively.

When the Friedman one-way analysis was performed on the figures to discover whether the differences in the rankings were statistically significant, results indicated that differences existed ($p = .001$). A Wilcoxon Matched Pairs Test was then used to identify where these differences occurred. As the table shows, the teacher-librarians identified three levels of importance. Curriculum and Instruction, Utilization and Promotion, and Information Services were ranked as first in importance. Second in importance were Selection, Organization and Management, and Professional Development. Design and Production was ranked as least important.

In the case of the principals, significant differences in ranking were also found. The principals identified five levels of importance. In order of decreasing importance they were:

1. Information Services
2. { Utilization and Promotion
   { Organization and Management
3. { Curriculum and Instruction
   { Selection
4. Professional Development
5. Design and Production

TABLE 7

Rank Order Importance of Roles by Major Category: NOW

	Teacher-Librarians (n = 122)	Mean Rank Score		Principals (n - 122)	Mean Rank Score
1	Curriculum & Instruction	5.16	1	Information Services	5.33
1	Utilization & Promotion	5.00	2	Utilization & Promotion	4.80
1	Information Services	4.80	2	Organization & Management	4.55
2	Selection	3.90	3	Curriculum & Instruction	3.96
2	Organization & Management	3.73	3	Selection	3.77
2	Professional Development	3.52	4	Professional Development	3.31
3	Design & Production	1.87	5	Design & Production	2.28

Table 8 shows the rankings which the groups would give to each major role category for the future. Inspections of the scores for the teacher-librarian group indicates a very similar ranking as that given for the roles now. However, Information Services now heads the list followed by Curriculum and Instruction. Professional Development and Design and Production roles are considered lowest in importance for the teacher-librarians of the future. Principals ranked all seven categories similarly for the future as for the present. Information Services and Utilization and Promotion still head the ranks with Professional Development and Design and Production considered of least importance. It is of interest to note that both groups consistently ranked these two categories as of least importance.

The Friedman one-way analysis was performed on the scores to discover whether there are statistical differences in the scores for the rankings and differences were found to exist at the $p = .001$ level. The Wilcoxon Matched Pairs test identified where these differences existed.

For the teacher-librarian group the same three levels of importance were found for the future as for the present. They still place Information Services, Curriculum and Instruction and Utilization and Promotion in first place with Design and Production still definitely considered least important.

Principals identified three levels of importance. Information Services is still considered highest in importance with Design and Production considered of least importance, with the five remaining role categories occupying the middle category. Principals then appear less certain of the future distinction between the categories, only clearly distinguishing the most and the least important ones.

TABLE 8

Rank Order Importance of Roles by Major Category: FUTURE

	Teacher-Librarians (n = 122)	Mean Rank Score		Principals (n = 120)	Mean Rank Score
1	Information Services	5.36	1	Information Services	5.49
1	Curriculum & Instruction	4.91	1	Utilization & Promotion	4.50
1	Utilization & Promotion	4.75	1	Organization & Management	4.39
2	Selection	4.07	2	Curriculum & Instruction	4.01
2	Organization & Management	3.58	2	Selection	3.89
2	Professional Development	3.35	2	Professional Development	3.55
3	Design & Production	1.98	3	Design & Production	2.18

Table 9 gives the scores accorded each major role category by teacher-librarians and principals as each group views the category now. It can be seen that for all categories means scores were higher for teacher-librarians than for principals. Mean scores range from highs

of 4.000 and 4.021 for Utilization and Promotion, and Curriculum and Instruction respectively indicating that teacher-librarians appear to attach highest importance to those two categories, to a low of 3.225 and 3.123 for Design and Production for teacher-librarians and principals respectively. Both groups appear to attach the least importance to this particular role category.

A MANOVA test was used to determine if the teacher-librarians and principals differed significantly on the 14 categories (current and future combined). The multivariate F indicated that there were significant differences (p.001). Looking at the univariate F's for the present role categories, we find that differences were apparent for all categories except (a) organization and management and (b) utilization and promotion.

TABLE 9

Mean Scores for Major Role Categories: NOW

Category	Teacher-Librarians (n=122)	Principals (n=120)	Significant Differences
Organization & Management	3.754	3.643	n.s.d.p = .106
Selection	3.786	3.485	p = .006
Professional Development	3.704	3.365	p = .000
Curriculum & Instruction	4.021	3.499	p = .000
Design & Production	3.225	3.123	n.s.d.p = .290
Utilization & Promotion	4.000	3.673	p = .000
Information Services	3.995	3.831	p = .046

Table 10 presents the mean scores for each major role category for the two groups for the future. Inspection of the scores indicates that both groups consistently scored each category higher in importance for

the future than for the present. Again the scores were higher for teacher-librarians than for principals. The univariate F's for the future shows that there were significant differences between the groups in the importance attached to (a) Selection, (b) Professional Development, (c) Curriculum and Instruction, and (d) Utilization and Promotion.

TABLE 10

Mean Scores for Major Role Categories: FUTURE

Category	Teacher-Librarians (n=122)	Principals (n=120)	Significant Differences
Organization & Management	3.921	3.878	n.s.d.p = .514
Selection	3.989	3.780	p = .004
Professional Development	3.875	3.710	p = .049
Curriculum & Instruction	4.174	3.811	p = .000
Design & Production	3.416	3.368	n.s.d.p = .628
Utilization & Promotion	4.134	3.908	p = .006
Information Services	4.267	4.121	n.s.d.p = .089

In Table 11, the principals in the two large urban centres (Edmonton and Calgary) were compared with principals in all other areas to determine if the two groups differed significantly in their perceptions of the teacher-librarian role. There were 71 urban principals and 49 rural principals. A stepwise discriminant function analysis was used to determine the combination of predictor variables that would maximize differences between the two groups. The single function was significant ($p = .001$). The function coefficients in Table 11 indicate the relative contribution of the variable to the function. The sign indicates if the contribution is positive or negative. Note that the Curriculum and

Instruction (Future) makes the highest relative contribution to the function. Inspection of the actual means showed that the Curriculum and Instruction role received a stronger endorsement by urban principals than by the rural group. This suggests that urban principals may see the role of Curriculum and Instruction more important in the future than do their rural colleagues. On the other hand rural principals' results suggest that rural principals would place greater emphasis on Selection in the future than would their urban colleagues.

TABLE 11

Variables which Discriminate between Urban and Rural Principals
n = 120

Variable	Function coefficients
2c Selection (Now)	- 1.080
5c Design and Production (Now)	0.717
2F Selection (Future)	1.141
3F Organization and Management (Future)	- 0.400
4F Curriculum and Instruction (Future)	- 1.369
6F Utilization and Promotion (Future)	1.054

Probability 73.6%

A stepwise discriminant function analysis was also used to determine the best combination of predictor variables that would maximize differences between urban and rural teacher-librarians. There were 71 urban and 51 rural subjects. The single function was also significant ($p = .001$). The function coefficients indicate the relative contribution of the variable to the function. The sign denotes if the contribution is positive or negative.

Table 12 gives the results. Inspection of the table shows that the best discriminator was Design and Production Now. Inspection of the actual means suggests that urban teacher-librarians attach greater importance to this role category than do rural teacher-librarians.

TABLE 12

Variables which Discriminate between Urban and Rural Teacher-Librarians

Variable	Function coefficients
3c Professional Development (Now)	.248
5c Design and Production (Now)	1.055
6c Selection (Now)	.430
7c Information Services (Now)	-.545
1F Organization and Management (Future)	-.414
2F Selection (Future)	-.292

Probability 76.8%

COMPARISON BETWEEN TEACHER-LIBRARIAN GROUPS ACCORDING TO (A) TRAINING (B) EXPERIENCE AND (C) TIME ALLOTMENT IN LIBRARY.

In order to answer the question of whether there were significant differences between teacher-librarians according to their professional training, the sample was divided into two groups. As Table 13 shows, 43 persons had a credential of some kind in librarianship and 53 had courses of various kinds but no specific credential. A total of 26 either had no training or did not report. The Manova Test was applied to the means for each of the seven major variables now (Organization and Management, Selection, Utilization and Promotion, Curriculum and Instruction, Design and Production, Information Services and Professional Development) and also for the same variables for the future. The results of the test indicated that no significant differences existed between the two groups.

TABLE 13

Teacher-Librarian Training

Qualification Held	Number Having Qualifications
Diploma, M.A., M.Ed. in School Librarianship, B.L.S., M.L.S.	43
Other unspecified courses	53
None or unreported	26

Table 14 gives information about the length of experience of Alberta teacher-librarians. The mean number of years of experience was 8.3 and the median 7.8. Only four teacher-librarians had 18 years experience and 74.3% had 10 years or fewer. The Manova was used to test for differences between the groups (a) with fewer than 8 years and (b) 8 years experience and above. The test indicated that no significant differences existed.

TABLE 14

Teacher-Librarian Experience

Years of Experience	Number Having This Experience
8 years and above	56
Fewer than 8 years	58
Unreported	8
Total	122

Comparisons were also made to determine whether the time allocation in the library affected responses. The teacher-librarian group was divided into two categories according to whether they had (a) up to 3/4 time for their library duties or (b) more than that amount. As Table 15 shows 64 subjects had a 3/4 time or less assignment in the

library and 78 were assigned to the library for more than that time. When the Manova was used to test for significant differences between the groups no differences were found.

TABLE 15

Time Allotment in Library

Time Allotted	Number of Teacher-Librarians
Up to & including 75% of time	64
Over 75% of time	78

In summary no significant differences were found between groups of librarians when divided by (a) experience (b) training and (c) time allotted to library duties.

TEACHER-LIBRARIAN ROLES CONSIDERED (a) MOST IMPORTANT AND (b) LEAST IMPORTANT

In order to discover what roles were considered important or unimportant by both groups now and in the future a mean of 4.00 or over for any role statement was taken to mean that the role was considered important while a mean of 3.00 or below was considered as unimportant.

Although some of the 79 role statements do not fit neatly into a single major category and some may span more than one category, nevertheless it is possible to make broad judgments about the perceptions of the teacher-librarian role (as manager, selector of materials, etc.).

As Table 16 shows, a total of 10 roles were rated as important by both groups. Closer study of the 10 role statements indicates that at the present time, where consensus exists between the two groups, the

traditional role of manager (see items 1, 6, 7, 8, 9, 10) seems to be regarded as important, with the provision of information services and selection of materials in second and third places respectively.

TABLE 16

Roles Considered Important by Both Groups: Now

1.	Provide an environment conducive to learning.
2.	Provide guidance to teachers and students in locating information.
3.	Develop procedures for the selection of learning resources which meet curricular, informational and recreational needs.
4.	Discuss media needs with school staff.
5.	Provide information in answer to questions from students and teachers.
6.	Establish short and long-range goals for the media centre in terms of district guidelines and school objectives.
7.	Involve school staff in evaluating the effectiveness of the school media program.
8.	Plan for efficient use of space, facilities, equipment and supplies.
9.	Prepare and justify a budget which reflects the instructional program of the school.
10.	Establish priorities for the school media centre.

Table 17 presents a list of the roles considered important by teacher-librarians, but not by principals at the present time. Many of the roles relate to involvement in Curriculum and Instruction (see items 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 15, 16).

TABLE 17

Roles Considered Important by Teacher-Librarians but Not by Principals - Now

1. Be familiar with schools' curriculum guides.
2. Keep abreast of new developments in curriculum.
3. Give orientations to new teachers.
4. Plan a program of media and study skills integrated with classroom instruction.
5. Keep abreast of findings of current research relating to learning and instruction.
6. Teach media skills and media appreciation experiences integrated with classroom instruction to large and small groups.
7. Participate in professional organizations to keep abreast of new issues/knowledge.
8. Establish written policies and procedures that achieve the goals of the media centre.
9. Apply technological advances to the media centre services.
10. Provide curriculum related book and media presentations correlated with specific teaching units.
11. Initiate specific teaching units to integrate the effective use of learning resources.
12. Be familiar with school textbooks.
13. Develop criteria for the evaluation and selection of learning resources.
14. Provide listening, viewing and reading guidance.
15. Help teachers to evaluate and modify existing resources to meet specific needs of learners.
16. Provide leadership for specific programs to promote the school's reading program.
17. Assist teachers to incorporate outside resources into learning experiences for students.
18. Organize teacher involvement in the preview, evaluation and selection of learning resources.

Table 18 lists the roles which principals consider important but teacher-librarians do not. Most of these are traditional "librarian" tasks, except number 4 which relates to teaching students to communicate in a variety of media.

TABLE 18

Principals' List of Important Roles: Now

1.	Inform teachers regularly about new learning resources and technology.
2.	Perform regular evaluations of media centre programs.
3.	Provide cataloging for learning materials.
4.	Encourage and participate in teaching students to communicate in a variety of media.
5.	Supervise library media staff.
6.	Develop bulletin board displays and other publicity materials.

For the purpose of this study items rated 3.00 or below were considered in the unimportant range. Table 19 gives those items from the perspective of the teacher-librarian. These related to three major areas; (a) A.V. equipment and production, (b) acquisition, supervision and production of programs for microcomputers, and (c) training of parent volunteers.

TABLE 19

Teacher-Librarian Low Priority Items: Now

1. Supervise the production of materials.
2. Carry on discussions with product planners to inform them of educational needs.
3. Recruit and train parent volunteers.
4. Coordinate the acquisition of microcomputers for the whole school.
5. Provide leadership in the production of microcomputer programs.
6. Supervise the student use of microcomputers.

Table 20 presents the roles now considered unimportant by the principal group. The first obvious point to note is the length of the list (20 items) as compared to the teacher-librarian list (6 items). Many of the statements (1, 2, 3, 7, 8, 9, 11, 13) relate to involvement in curriculum and instruction; the next major category is involvement in any way with microcomputers (items 14, 15, 16, 17, 19, 20). It is obvious that there are still many roles relating to the teaching aspect of librarianship which principals regard as low in priority at the present time.

TABLE 20

Roles not Considered Important by Principals: Now (3.00 mean)

1. Plan and conduct workshops to demonstrate audio visual services.

2. Design and conduct in-service experiences to demonstrate effective cooperative planning and teaching.
3. Give multi-media demonstrations to demonstrate use of media.
4. Facilitate access to resources by using computerized data base.
5. Recruit and train parent volunteers.
6. Identify problem areas and initiate studies related to the use of learning resources.
7. Help teachers and learners evaluate self-designed and self-produced instructional materials.
8. Become directly involved with teachers in the diagnosis and prescription of learning experiences.
9. Become involved with teachers in the evaluation of learning experiences.
10. Supervise the production of materials.
11. Participate with teachers in the analysis of students learning styles.
12. Carry on discussions with product planners to inform them of educational needs.
13. Assume full responsibility of teacher by providing leadership in such areas as curriculum development and team teaching.
14. Assist in developing a policy for use of microcomputers in the schools.
15. Provide leadership in selection of microcomputer software for the school.
16. Assist in developing a policy for microcomputer hardware for the school.
17. Coordinate the acquisition of microcomputers for the whole school.
18. Write articles in professional journals to disseminate new ideas.
19. Provide leadership in the production of microcomputer programs.
20. Supervise student use of microcomputers.

Table 21 presents the roles considered to be important for future teacher-librarians. Especially noteworthy is the fact that much greater

consensus exists between the teacher-librarian group and the principal group about desirable roles for the teacher-librarian in the future than for the present; agreement existing about 28 role statements as compared to 10 statements. Since the literature and expert opinion suggests that involvement in curriculum and instruction is of major importance it is encouraging to see that teacher-librarians and principals are moving towards consensus in this area (see items 5, 8, 9, 11, 19, 21, 22). Planning programs of study skills, teaching media skills, planning and developing units of work with teachers and providing book and media presentations, providing leadership to promote the schools' reading program are all important teaching roles.

It is apparent that both groups still agree about the importance of several organization and management role statements (see items 1, 9, 12, 14, 16, 17, 18, 28). Information Services, some very traditional, others more forward-looking, were also endorsed (see items 2, 10, 15, 24, 25). Both groups seem to anticipate the use of the computer for information retrieval and the notion of networking.

TABLE 21

Roles Considered Important by Both Groups: FUTURE
(Mean = 4.00 and over)

1. Provide an environment conducive to learning.
2. Provide guidance to teachers and students in locating information.
3. Develop procedures for the selection of learning resources which meet curricular information and recreational needs.
4. Discuss media needs with school staff.
5. Plan a program of media and study skills integrated with classroom instruction.

6. Be familiar with curriculum guides in use in the school.
7. Analyse present and future curriculum needs to select suitable materials.
8. Teach media skills and media appreciation skills integrated with classroom instruction to large and small groups.
9. Establish short and long-range goals for the media centre in terms of district guidelines and school objectives.
10. Provide information to teachers and students in answer to questions.
11. Plan and develop units of instruction with teachers.
12. Establish priorities for the school library program.
13. Inform teachers regularly about new resources and technology.
14. Prepare and justify a budget which reflects the instructional program of the school.
15. Participate in cooperative sharing of resources inside the school district.
16. Perform regular evaluations of media centre programs.
17. Plan for efficient use of space, facilities, equipment and supplies.
18. Involve school staff in evaluating the effectiveness of the media centre program.
19. Assist teachers to evaluate and modify existing resources to meet specific needs of learner.
20. Assist teachers to incorporate outside resources into learning experiences for students.
21. Provide curriculum-related book and media presentations correlated with specific teaching units.
22. Provide leadership for specific programs to promote the school's reading program.
23. Develop criteria for the evaluation and selection of learning resources.
24. Facilitate access to resources by using computerized data bases.
25. Locate and acquire specific information and resources outside the school.
26. Develop bulletin boards and displays and other publicity materials.
27. Develop a working relationship with libraries and other outside organizations.
28. Supervise library media staff.

Table 22 shows where discrepancies exist between the teacher-librarian group and the principal group regarding important roles for the teacher-librarian in the future. Singled out as worth highlighting are items 1, 2, 3, 6 and 9. Though teacher-librarians rightly consider being informed about research on instruction, giving orientations to new teachers and initiating specific teaching units as important aspects of their role, principals do not view this involvement in curriculum and instruction as important. A possible anomaly is that principals do not feel the application of technological advances to school library services to be important although they did believe that the use of computerized data bases to be important. It seems likely principals can see the value of electronic retrieval of information as more important than other unspecified "technological advances." One item worth noting, considered important by teacher-librarians but not by principals is number 9, familiarity with school textbooks. Obviously teacher-librarians know that to give maximum assistance to students and teachers they must be very familiar with textbooks, which are still so influential in determining the curriculum. Principals probably see textbooks as a classroom, not a teacher-librarian concern.

Of the three items considered important by principals but not by teacher-librarians, it is interesting to note that principals considered planning and teaching students to communicate in a variety of media important, but teacher-librarians did not. (See Table 23).

TABLE 22

Future Roles Considered Important by Teacher-Librarian Group but not by Principals (Mean = 4.0 or over)

1. Keep informed about findings of current research relating to instruction.
2. Apply technological advances to school-library services.
3. Give orientations to new teachers.
4. Participate in professional organizations to keep abreast of new issues/knowledge.
5. Establish written policies and procedures that achieve the goals of the school library program.
6. Initiate specific teaching units to integrate the effective use of learning resources with classroom instruction.
7. Provide listening, reading, and viewing guidance.
8. Organize teacher involvement in the preview, evaluation, and selection of learning resources.
9. Be familiar with school textbooks.
10. Use knowledge of research findings and current developments in technology to help stimulate educational innovations to improve learning in the school program.
11. Develop a written policy for selection.
12. Invite teachers to visit the school library to observe specific learning activities and media.
13. Select audio-visual equipment and other library equipment.

TABLE 23

Future Roles Considered Important by Principals Group but not by Teacher Library Group (Mean = 4.00 or over)

1. Plan and participate in teaching students to communicate and express their ideas through a variety of media.
2. Keep abreast of new developments in curriculum.
3. Provide mediagraphies and locational tools to permit access to available resources and information.

Items receiving low priority (mean 3.00 or below) for the future are worthy of close consideration since they may indicate to library educators that little emphasis should be attached to these roles. Differences between teacher-librarians and principals perceptions may also show a need for better communication on the part of the teacher-librarian (Tables 24 and 25 present this information).

For the teacher-librarian the items considered of least importance are in areas of traditional audio-visual services, certain aspects of microcomputer services, and research.

Principals find teacher-librarian involvement with microcomputers at all levels as unimportant - even in helping to develop policies for selection of software. It could be (and the anecdotal evidence suggests this) that principals feel that the teacher-librarian is overworked without taking on this new responsibility. It is worthy of note also that two areas relating to curriculum and instruction are seen as of low priority: involvement with teachers in diagnosis and prescription (10) and participation in the analysis of learning styles (12). Both groups place low priority on research or professional writing and on parent volunteers.

TABLE 24

Teacher-Librarians: Low Priority Items for Future
(Mean = 3.00 or below)

1. Recruit and train parent volunteers.
2. Supervise student use of microcomputers.
3. Write articles in professional journals to disseminate new ideas.
4. Supervise the production of materials.

5. Plan and conduct workshops to demonstrate audio-visual services.
6. Carry on discussions with product planners to inform them of educational needs.
7. Provide leadership in the production of microcomputer programs.
8. Give multi-media presentations to demonstrate the use of media.
9. Involve teachers in the evaluation and selection of equipment.
10. Assist in developing policies for the selection of computer hardware.
11. Identify problem areas and initiate research studies related to the use of learning resources.
12. Assist in the evaluation of media produced.

TABLE 25

Principals: Low Priority Items for Future
(Mean = 3.00 or below)

1. Recruit and train student volunteers.
2. Recruit and train parent volunteers.
3. Coordinate the acquisition of microcomputer software.
4. Supervise student use of microcomputers.
5. Assist in developing a philosophy for using microcomputers in schools.
6. Provide leadership in developing policies for the selection of microcomputer software.
7. Assist in developing policies for the selection of computer hardware.
8. Identify problem areas related to the use of learning resources and initiate research studies to alleviate the situation.
9. Write articles in professional journals to disseminate new ideas.
10. Become directly involved with teachers in diagnosis and prescription of learning experiences.

11. Assume full role and responsibility of a teacher by providing leadership in such areas as curriculum development and team teaching.
12. Participate with teachers in the analysis of student's learning style.
13. Supervise the production of learning materials.
14. Carry on discussions with produce planners to inform them of educational needs.

ANECDOTAL DATA

COMMENTS BY TEACHER-LIBRARIANS

The vast majority of the teacher librarian comments concerned time (or the lack of it) and many of the other items mentioned also had time implications.

Twelve comments related specifically to the time constraints suffered by teacher-librarians. Comments such as the following were common: "I'm exhausted all the time," "All these roles are great but where can I find the time?" "The teacher-librarian role is always expanding, but the time is contracting." "Some of us teach 90% of the time in this district."

Allied to this concern about time was a feeling of frustration (8 comments). "I feel guilty all the time;" "Your questionnaire made me feel inadequate. I know I should be doing better." "It's so frustrating to be treated as a relief teacher." "When are we going to be recognized for the job we do?" "Why are we always having to justify ourselves?" "I'm going back to the classroom next year. I've had it."

Complaints about lack of support staff were also common (6). "I have no help at all," or "I'm tired of volunteers. They take too long to train and then they go." "I have to do clerical work and I don't like it."

Other comments related to the lack of governmental support, lack of knowledge on the part of principals and teachers, and lack of money to build viable collections.

PRINCIPALS' COMMENTS

The majority (8) of comments related to the impossibility of performing all the tasks listed. Remarks such as these were made! "The teacher-librarian should not be overloaded," or "Will you be training superhumans? Time is the enemy," and "If you can get someone to do all these things call me collect and I'll hire him/her on the spot."

Five comments were made about the importance of reading guidance and with the hope that this is not forgotten in the electronic age.

Four comments were made about computers. "This is too much responsibility," one said. "My librarian abhors computers and so do I," said another. "Librarians should not be overloaded," "Kid contact and teacher contact are more important than hi-technology;" "The teacher-librarian has enough on her plate without hi-technology,"were further comments made. Three remarked that they wished they could have better funding.

CONCLUSIONS

Results of the study indicate that differences do exist between teacher-librarians and principals in the degree of importance they attach to various role categories now and for the future. In the case of the teacher-librarians involvement in curriculum and instruction, utilization and promotion, and information services were given highest priority for the present and for the future. This is a hopeful sign since most experts would agree on the superior importance of those three roles. As the literature suggests, involvement in curriculum and instruction is crucial to the full integration of school library services into the total school program. As well, a teacher-librarian is expected to be able to provide information services. Without a thorough knowledge of information sources and information retrieval the teacher-librarian has little credibility in a school situation where demands for information are urgent and varied. Utilization and promotion are also important functions for the librarian who wants to have books and media well used.

What is especially encouraging is the unanimity which exists about the present and future role categories in the three areas mentioned above. Previous studies (see Hambleton, 1979; Wiedrick, 1973) found that there was little consensus among librarians themselves about what their roles should be. In the present study, however, teacher-librarians show by their agreement about the most important categories that they are becoming more mature and professional. As soon as members of a profession are able to define their roles, their profile becomes clearer and other people (e.g., principals, teachers and students) with whom they come in

contact are more likely to accept them in the roles they have adopted.

It is also encouraging to note that although differences exist in the ranking teacher-librarians and principals give to some of the seven major role categories, there are areas of agreement as well. Principals place information services in highest rank for the present and for the future just as teachers do. In earlier studies (Nordin, 1968; Reid, 1971) the organizational role was placed highest.

Particularly obvious is the relatively low priority given to design and production at all times by both groups. This may be partly due to lack of time and facilities at the building level and the availability of central media services in many districts.

It would seem that design and production, except of the simplest kind, should not be a required task of school librarians whose other duties are so many and onerous. Larger schools which can afford to have sophisticated services would probably be better served by a professional from the educational technology specialization.

As principals look towards the future they appear to be somewhat uncertain about the teacher-librarian role. Only in two major role categories are they willing to give definite preferences: they see the provision of information services as of first importance and design and production as of least importance for the teacher of the future. The five remaining role categories are all given equal importance. As the literature suggests, discrepancies have always existed between the teacher-librarian's views of the role and the principals views. It is also understandable that principals are uncertain about the direction in which this rapidly changing profession will move in the future. It also

seems obvious that there is still a need for better communication between teacher-librarians and principals so that the two groups will reach a closer consensus.

The fact that no significant differences were found among teachers according to (a) experience (b) training and (c) amount of time in the library indicates a strong unanimity amongst the group. When teacher-librarians are grouped into urban and rural however some variables were found which discriminated between the groups. One noticeable discriminator was design and production now. Urban teacher-librarians attach greater importance to this role category than do their rural counterparts. As noted earlier, this particular role category is considered of very low importance by all groups; it may be that rural groups rate it particularly low because their schools have poorer facilities and a lesser proportion of teacher-librarian time.

A study of the data showing the individual roles considered (a) important and (b) unimportant sheds further light on teacher-librarian and principal perceptions. One inescapable conclusion that may be drawn is that there is much closer agreement about important roles for the future than there is for the present: both groups agree on 10 important roles now, while they agree about 28 roles for the future. It is also encouraging to see that principals agree with teacher-librarians that several important instructional roles should belong to the teacher-librarian of the future, whereas at the present time the roles where consensus exists are much more traditional.

Since it seems probably as the anecdotal data and the poor staffing ratios suggest, that the teacher-librarian cannot accomplish all the

tasks deemed important, it might be a good idea to concentrate on those about which consensus exists. Setting priorities in this manner would likely prove more productive than attempts to accomplish everything at once.

Regarding the whole area of microcomputers, which principals seem to believe will be of little importance for the teacher-librarian of the future, it seems apparent that the teacher-librarian will need to be very clear about the important uses of the microcomputer in the school library and convey that information to school principals. Well planned and conducted in-service sessions at the building level are urgently needed if the teacher-librarian's special expertise in this area is to be used. Educators concerned about the quality of learning materials frequently deplore the indifferent quality of much of today's computer software. It is of the utmost importance that librarians use their special expertise in selection to influence the development of quality programs.

The anecdotal data show that a considerable number of teacher-librarians do not have the time to perform important roles, a fact which causes them a great deal of frustration. To a lesser degree the principals express the same view. It is clear from the information obtained from the teacher-librarian confidential sheets that school libraries are understaffed in professional and support areas. Also evident is the fact that neither group of professional places much importance on the training of parent volunteers. It seems that the training is too time-consuming for the results achieved. If teacher-librarians are to perform effectively this matter of staffing will have to be addressed.

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Panel of Experts

Mrs. Blanche Friderichsen,
Consultant in Media and Curriculum,
Alberta Education,
Edmonton, Alberta

Mr. Ken Haycock,
Supervisor of School Libraries,
Vancouver School Board,
Vancouver, B.C.

Mrs. Christine Spring-Gifford,
Editor, Alberta Learning Resources
Council Journal,
Alberta

Dr. Susan Staples-Ferris,
Sessional Instructor,
University of Calgary,
Calgary, Alberta

Professor J. Wright,
Dean, School of Library Science
University of Alberta
Edmonton, Alberta

ORGANIZATION AND MANAGEMENT

	Statements	Current					Future				
1.	Establish short and long range goals for the media centre in terms of district guidelines and school objectives.	1	2	3	4	5	1	2	3	4	5
2.	Involve school staff in evaluating the effectiveness of the media centre program.	1	2	3	4	5	1	2	3	4	5
3.	Establish written policies and procedures that achieve the goals of the media centre program.	1	2	3	4	5	1	2	3	4	5
4.	Prepare and justify a budget which reflects the instructional program of the school.	1	2	3	4	5	1	2	3	4	5
5.	Supervise library media staff.	1	2	3	4	5	1	2	3	4	5
6.	Recruit and train student volunteers.	1	2	3	4	5	1	2	3	4	5
7.	Prepare regular reports to the principal on the media centre program.	1	2	3	4	5	1	2	3	4	5
8.	Provide an environment conducive to learning.	1	2	3	4	5	1	2	3	4	5
9.	Apply technological advances to media centre services.	1	2	3	4	5	1	2	3	4	5
10.	Plan for efficient use of space, facilities, equipment and supplies.	1	2	3	4	5	1	2	3	4	5
11.	Provide cataloguing for learning materials.	1	2	3	4	5	1	2	3	4	5
12.	Establish priorities for the school media program.	1	2	3	4	5	1	2	3	4	5
13.	Recruit and train parent volunteers.	1	2	3	4	5	1	2	3	4	5
14.	Co-ordinate the acquisition of microcomputers for the total school.	1	2	3	4	5	1	2	3	4	5
15.	Supervise student use of microcomputers.	1	2	3	4	5	1	2	3	4	5
16.	Assist in developing a philosophy for using microcomputers in schools.	1	2	3	4	5	1	2	3	4	5

	Statements	Current					Future				
	SELECTION										
17.	Develop procedures for the selection of learning resources which meet curricular, informational and recreational needs.	1	2	3	4	5	1	2	3	4	5
18.	Organize teacher involvement in the preview, evaluation and selection of learning resources.	1	2	3	4	5	1	2	3	4	5
19.	Develop criteria for the evaluation and selection of learning resources.	1	2	3	4	5	1	2	3	4	5
20.	Develop a written policy for selection.	1	2	3	4	5	1	2	3	4	5
21.	Help teachers to evaluate and modify existing resources to meet specific needs of learners.	1	2	3	4	5	1	2	3	4	5
22.	Help teachers and learners evaluate self-designed and self-produced instructional materials.	1	2	3	4	5	1	2	3	4	5
23.	Involve users in the evaluation and selection of equipment.	1	2	3	4	5	1	2	3	4	5
24.	Select audiovisual equipment and other library equipment.	1	2	3	4	5	1	2	3	4	5
25.	Involve school staff in developing policies for selection of instructional materials.	1	2	3	4	5	1	2	3	4	5
26.	Analyse present and future curriculum needs to select suitable materials.	1	2	3	4	5	1	2	3	4	5
27.	Provide leadership for selection of microcomputer software for total school program.	1	2	3	4	5	1	2	3	4	5
28.	Assist in developing policies for the selection of computer hardware.	1	2	3	4	5	1	2	3	4	5

	Statements	Current					Future				
	PROFESSIONAL DEVELOPMENT										
29.	Keep informed about findings of current research relating to learning and instruction.	1	2	3	4	5	1	2	3	4	5
30.	Disseminate findings of current research related to instruction and learning.	1	2	3	4	5	1	2	3	4	5
31.	Use knowledge of research findings and current developments in technology to stimulate educational innovations to improve learning in the school program.	1	2	3	4	5	1	2	3	4	5
32.	Identify problem areas and initiate research studies related to the use of learning resources.	1	2	3	4	5	1	2	3	4	5
33.	Apply specific research findings to the development and improvement of media services.	1	2	3	4	5	1	2	3	4	5
34.	Participate in professional organizations to keep abreast of new issues/knowledge.	1	2	3	4	5	1	2	3	4	5
35.	Write articles in professional journals to disseminate new ideas.	1	2	3	4	5	1	2	3	4	5

	Statements	Current					Future				
	CURRICULUM AND INSTRUCTION										
36.	Plan and develop units of instruction with teacher.	1	2	3	4	5	1	2	3	4	5
37.	Plan a program of media and study skills integrated with classroom instruction.	1	2	3	4	5	1	2	3	4	5
38.	Teach media skills and media appreciation experience integrated with classroom instruction to large and small groups.	1	2	3	4	5	1	2	3	4	5
39.	Initiate specific teaching units to integrate the effective use of learning resources with classroom instruction.	1	2	3	4	5	1	2	3	4	5
40.	Design and conduct in-service experiences that facilitate effective use of media.	1	2	3	4	5	1	2	3	4	5
41.	Design and conduct in-service experiences to demonstrate effective co-operative planning and teaching.	1	2	3	4	5	1	2	3	4	5
42.	Provide curriculum related book and media presentations that are correlated with specific teaching units.	1	2	3	4	5	1	2	3	4	5
43.	Provide leadership for specific programs to promote the school's reading program.	1	2	3	4	5	1	2	3	4	5
44.	Keep abreast of new developments in curriculum.	1	2	3	4	5	1	2	3	4	5
45.	Become directly involved with teachers in diagnosis and prescription of learning experiences.	1	2	3	4	5	1	2	3	4	5
46.	Be familiar with curriculum guides in use in the school.	1	2	3	4	5	1	2	3	4	5
47.	Be familiar with school textbooks.	1	2	3	4	5	1	2	3	4	5
48.	Give orientations to new teachers.	1	2	3	4	5	1	2	3	4	5
49.	Become involved with teachers in the evaluation of learning experiences.	1	2	3	4	5	1	2	3	4	5
50.	Assume full role and responsibility of a teacher by providing leadership in such areas as curriculum development and team teaching.	1	2	3	4	5	1	2	3	4	5
51.	Participate with teachers in the analysis of students' learning styles.	1	2	3	4	5	1	2	3	4	5

	Statements	Current					Future				
	DESIGN AND PRODUCTION										
52.	Advise students and teachers in media design and production.	1	2	3	4	5	1	2	3	4	5
53.	Supervise the production of materials.	1	2	3	4	5	1	2	3	4	5
54.	Assist in the evaluation of media produced.	1	2	3	4	5	1	2	3	4	5
55.	Provide appropriate raw material, tools and equipment and ready access so that teachers and learners can use them to create and learn.	1	2	3	4	5	1	2	3	4	5
56.	Give multimedia presentations to demonstrate use of media.	1	2	3	4	5	1	2	3	4	5
57.	Plan and conduct workshops to demonstrate audiovisual services.	1	2	3	4	5	1	2	3	4	5
58.	Demonstrate the operation of audiovisual equipment.	1	2	3	4	5	1	2	3	4	5
59.	Carry on discussions with product planners to inform them of educational needs.	1	2	3	4	5	1	2	3	4	5
60.	Provide leadership in the production of microcomputer programs.	1	2	3	4	5	1	2	3	4	5

	Statements	Current					Future				
	UTILIZATION AND PROMOTION										
61.	Encourage and participate in teaching students to communicate and express their ideas through a variety of media.	1	2	3	4	5	1	2	3	4	5
62.	Provide listening, viewing and reading guidance.	1	2	3	4	5	1	2	3	4	5
63.	Develop an informational and public relations program for staff, students and the community.	1	2	3	4	5	1	2	3	4	5
64.	Develop bulletin boards displays and other publicity material.	1	2	3	4	5	1	2	3	4	5
65.	Inform teachers regularly about new learning resources and technology.	1	2	3	4	5	1	2	3	4	5
66.	Plan special themes and activities and invite teachers to have their students participate.	1	2	3	4	5	1	2	3	4	5
67.	At teacher's request, visit classrooms to observe activities and make presentations.	1	2	3	4	5	1	2	3	4	5
68.	Invite teachers to visit the media centre to observe particular learning activities and technology.	1	2	3	4	5	1	2	3	4	5
69.	Identify and prepare solutions for such potential problems as censorship, bias and stereotyping.	1	2	3	4	5	1	2	3	4	5
70.	Provide mediagraphies and locational tools to permit access to available resources and information.	1	2	3	4	5	1	2	3	4	5
71.	Perform regular evaluation of media centre program.	1	2	3	4	5	1	2	3	4	5
72.	Discuss media needs with school staff.	1	2	3	4	5	1	2	3	4	5

	Statements	Current					Future				
	INFORMATION SERVICES										
73.	Provide information in answer to questions from students and teachers.	1	2	3	4	5	1	2	3	4	5
74.	Provide guidance to teachers and students in locating information.	1	2	3	4	5	1	2	3	4	5
75.	Develop a working relationship with public libraries and other outside organizations.	1	2	3	4	5	1	2	3	4	5
76.	Assist teachers to incorporate outside resources into learning experiences for students.	1	2	3	4	5	1	2	3	4	5
77.	Locate and acquire specific information and resources outside the school.	1	2	3	4	5	1	2	3	4	5
78.	Facilitate access to resources by using computerized data bases.	1	2	3	4	5	1	2	3	4	5
79.	Participate in cooperating sharing of learning resources inside the school district.	1	2	3	4	5	1	2	3	4	5

Other roles and/or comments:

APPENDIX C

School

THE UNIVERSITY OF CALGARY

2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4

Faculty of EDUCATION
Department of CURRICULUM AND INSTRUCTION

Telephone: (403) 284-5639

1 October 1984

Dear Principal:

As you no doubt know, in May 1984 Alberta Education published a white paper of proposed policies and guidelines for school libraries in the province. Up to that time the role of the school library or the teacher-librarian had not been clearly defined.

To help us clarify what you believe the role of the teacher-librarian is now and what it should be in the future, we are asking you to participate in this survey. Your candid opinions would be most helpful and can assist in planning the education of future teacher-librarians. A similar questionnaire is being sent to the teacher-librarian in your school.

The questionnaire is designed to take as little as possible of your valuable time. All information will be handled in complete confidence. Raw data will be available only to the researchers both during and after the study. A report of the study itself will present only summarized data, thus preserving anonymity of respondents and schools.

Your assistance is greatly appreciated since your input is vital for an accurate assessment. Please complete the enclosed questionnaire at your earliest convenience. A summary of the results will be sent to your school.

Sincerely yours,

Philomena Hauck
Education Materials Centre

Erv Schieman
Learning Technology Unit

PH:enf

APPENDIX D

THE UNIVERSITY OF CALGARY

2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4

Faculty of EDUCATION
Department of CURRICULUM AND INSTRUCTION

Telephone: (403) 284-5639

1 October 1984

Dear Colleague:

We are undertaking a role perception study designed to identify present roles and desirable future roles for teacher-librarians in the Province of Alberta. It is our opinion that future-planning based on informed judgements about the future will enable us to exert considerable influence over our future and give it direction. We believe as well, that meaningful future-planning can result when experts in a discipline determine together what should happen to that discipline in the future and plan accordingly how to achieve the desired future status.

To this end we are asking you to participate as a concerned professional. Your principal is also being asked to fill out the same questionnaire. The results of the survey will be shared with you once the project is finished.

The questionnaire asks for the name of your school and a few details about your position. This is necessary to categorize the data and to know if follow-up letters will be necessary, but no names or schools will be identified in the final report, which will present only summarized data.

A stamped, self-addressed envelope is enclosed for your convenience.

Thank you very much for your cooperation. Your expertise is needed and appreciated.

Yours truly,

Philomena Hauck

Philomena Hauck
Educational Media Centre

Erv Schieman

Erv Schieman
Learning Technology Unit

PH:enf

Teacher-Librarian Confidential Information Sheet

1. School: _____

2. School Population:

0 - 150 ___
151 - 300 ___
301 - 500 ___
510 - 750 ___
751 - 1000 ___
over 1000 (Please specify) _____

_____

3. Time officially allocated to s hool library:

Less than 50% ___
50% ___
51% - 75% ___
76% - 99% ___
100% ___

4. Technical/Clerical Support Staff:

0 ___
0 - ½ ___
½ - 1 ___
1 ___
1½ ___
2 ___
over 2 (Please specify) _____

_____

5. Training:

Diploma in School Libraries ___
M.A. or M.Ed. in School Libraries ___
MLS or BLS ___
Other (Please specify) _____

_____

6. Total years of experience as teacher-librarian: _____

Years in present school: _____

INSTRUCTION SHEET

Directions

Please respond to each statement by circling the appropriate number on the questionnaire. Remember that what we are asking of you is your perception of the appropriate roles for a teacher-librarian (a) now and (b) in the future (i.e. 1994). Your opinion will be a measure of relative importance and will be on a scale ranging as follows:

1. uncertain
2. not important
3. slightly important
4. important
5. very important

Since previous literature has indicated that many of these roles are of significance, it is essential that you be discriminating in making your judgements about the relative importance of each.

We would appreciate it if you would return the completed questionnaire in the enclosed envelope by October 15, 1984.

Definitions

Teacher-librarian: The professionally prepared person with a valid teaching certificate and library training who provides direct media services to teachers and students at the building level.

Media centre: (also known as the resources centre or school library) the room or suite of rooms which houses books, audio-visual materials and equipment for the school.

Learning resources: Books, magazines, and audio-visual materials of all types (filmstrips, videocassettes, kits, models, etc.).

Media skills: The ability to (a) locate information, (b) select sources appropriate to the task and the students' learning style, (c) process information, (d) communication information, (e) consult on instructional design, and (f) produce media materials.